

THE EFFECT OF PICTURE SERIES ON THE THIRD YEAR STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MTS MUHAMMADIYAH 02 PEKANBARU

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Abstract: *This research is aimed at finding out whether or not there is a significant effect of using picture series as media in teaching writing of the third year students of MTS Muhammadiyah 02 Pekanbaru in the Academic Year 2018/2019 in writing narrative text. The research design is experimental research with one group pre-test– treatment – post-test design. The sample of the research was 30 students IX 5 chosen by using cluster random sampling technique. The data were collected by giving a writing test about a narrative text (pre-test and post-test) to the students. The data were analyzed by using t-test formula. The results of data analysis showed that the mean score of the posttest was higher than the mean score of the pretest ($62.73 > 50.22$). The value of the t-test was 7.65 while the value of the t-table in significance level of 5% $df=23$ is 2.069. Since the value of the t-test was higher than t-table, it can be concluded that Alternative hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. It means that there was a significant effect of using picture series as media in teaching writing to the third year students of MTS Muhammadiyah 02 Pekanbaru. It is suggested that Picture Series is appropriate to be applied in teaching to improve students' writing ability, especially in writing narrative texts as media.*

Key Words: *Picture Series, Writing ability, Narrative Text*

PENGARUH MENGGUNAKAN GAMBAR SERI PADA KEMAMPUAN SISWA KELAS 3 MTS MUHAMMADIYAH 02 PEKANBARU DALAM MENULIS TEKS *NARRATIVE*

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Abstrak: Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh penggunaan gambar seri pada kemampuan siswa kelas 3 MTS Muhammadiyah Pekanbaru pada Tahun Ajaran 2018/2019 dalam menulis teks narative. Desain penelitian adalah penelitian pra-eksperimental dengan satu kelompok pre-test - treatment - post-test. Sampel penelitian adalah IX 5 yang dipilih dengan menggunakan teknik cluster random sampling. Data dikumpulkan dengan memberikan tes menulis tentang teks narrative (pre-test dan post-test) kepada siswa. Data dianalisis dengan menggunakan rumus t-test. Hasil analisis data menunjukkan bahwa skor rata-rata posttest lebih tinggi dari pada skor rata-rata pretest ($62.73 > 50.22$). Nilai t-test adalah 7.65 sedangkan nilai t-tabel pada taraf signifikansi 5% $df = 23$ adalah 2,069. Karena nilai t-test lebih tinggi dari t-tabel, dapat disimpulkan bahwa hipotesis alternatif (H_a) diterima dan Null Hipotesis (H_o) ditolak. Ini berarti bahwa ada pengaruh yang signifikan dari penggunaan gambar berseri sebagai media pada kemampuan menulis teks narrative siswa tahun ketiga di MTS Muhammdiyah 02 Pekanbaru. Disarankan bahwa gambar berseri berfungsi untuk meningkatkan kemampuan menulis siswa terutama dalam menulis teks narrative sebagai media.

Kata Kunci: gambar berseri, kemampuan menulis, teks narative

INTRODUCTION

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. In Indonesia, English language education has been introduced in the curriculum from Primary School up to Senior High School. In the Indonesian curriculum there are four major skills which have to be taught in the English teaching and learning process, namely listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English and master the four English major skills to achieve teaching purposes.

The fact that students get difficulties when they are asked to write any kind of texts. It can be seen when the writer had a teaching practice experience in MTs. Muhammadiyah 02 Pekanbaru. The writer found that the students' achievement was mostly low in writing, especially in writing narrative texts. Students' lacked sufficient ability to communicate through written language. In general, there are many factors that might cause this to happen: 1) Junior High School students generally feel less motivated to learn English because the teacher teaches conventionally only by reading and explaining the material in front of the classroom. The students mostly keep quiet when they are asked by the teacher. It indicates that the teacher-student interaction is not really good during the teaching and learning process. They also avoid English because they think they can't learn it well. It is necessary for junior high school teachers to go beyond traditional textbooks and create an interesting strategy in order to improve their students' writing skills; 2) students are confused about how to write. They usually get difficulties in starting. It may be because of lack of writing practice and they lack of vocabulary so they are afraid and lazy to write. 3) The teachers are not able to apply appropriate strategies and media in teaching learning process. In this case, the role of the teachers is very important, the teachers should be able to know the classroom's situation and create innovation like using media in order to make the students become more interested in learning English.

There might be some ways that can be used by the teachers to make the student more interested in learning English. One of them is using the media. Media are used for transferring or delivering messages. The use of media is advocated because (a) it allows for the provision of authentic input and thus exposure to the target culture, (b) it motivates learners, and (c) it accounts for students' different learning styles (Brinton, 2001). One of the functions of teaching media is to engage the students' motivation. By using teaching media during the teaching-learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material the teacher presents. There are many kinds of media, such as textbooks, diagrams, charts, maps, pictures, etc.

In this study, the writer chose picture series as instructional media in writing narrative text to be researched because as Hammer (2004) stated that pictures are often used to present situation to help the students work with grammar and vocabulary. The reason why the narrative text was chosen as the specific genre to teach because of its social function, its familiarity to students' life and experiences so the researcher hopes the students will find it easier to develop their ideas. Galvis (2015) suggests that narrative means of comprehension and expression of our experience over time, which can be found in every set of human interaction. So it will be quite easy for them to produce a simple text. The students sometimes have a problem when they express their

ideas in writing. Therefore, the teacher has to solve the problem. Another reason why narrative text was chosen to be research because it is a kind of story which is related to real life experience and it can make the readers draw the story in their minds (Oshima and Hogue, 1997). Based on the explanation above, the writer was interested in doing research entitled: The Effect of Picture Series on The Third Year Students' Ability in Writing Narrative Text at MTs. Muhammadiyah 02 Pekanbaru.

METHODOLOGY

This study was experimental research aimed to find out the effect of picture series on the students' ability in writing narrative text. Experimental designs are especially useful in addressing evaluation questions about the effectiveness and impact of programs (Gribbons, 1997). Moreover, (Sugiyono, 2011) stated this method is used to find out the effect of a particular treatment over another in a runaway condition.

The writer used the before-and-after design or also known as the pre-test/post-test design to identify the effect of picture series on the students' ability in writing narrative text at MTs. Muhammadiyah 02 Pekanbaru. As Kumar (2011) stated that "The main advantage of the before-and-after design (also known as the pre-test/post-test design) is that it can measure a change in a situation, phenomenon, issue, problem or attitude". It is an appropriate design for measuring the impact of the effectiveness of a program. The before-and-after design has no control group to apply the treatment, but there is only one experimental group. The before-and-after design involves a single group that is pretested, exposed to treatment, and posttested. The success of the treatment is determined by comparing pre-test and post-test scores (Gay and Airasian, 2000).

RESULTS AND DISCUSSION

Results

The test results aimed to present the students writing skill. There were 5 aspects to be assessed, grammar, vocabulary, mechanics, fluency, and form (organization). Each category has 1-6 score based on analytic methods of scoring by Haris (1974). In order to get the data more objective, valid, and reliable, three raters were invited to assess students' writing both in the pre and the post-test. The students' scores in pre-test according three raters could be seen in Table 1.

Table. 1 The Students' Writing Score in Pre-Test According to Three Raters

Rater	Component of Writing				
	Grammar	Vocab	Mechanics	Fluency	Form
Rater 1	52,78	49,44	48,33	45,56	51,67
Rater 2	47,22	52,22	51,67	48,33	52,22
Rater 3	52,22	48,33	51,67	48,89	52,78
Average	50,74	50,00	50,56	47,59	52,223
Average Total Score	50.22				

Table. 2 The Students' Writing Score in Post-Test According to Three Raters

Rater	Component of Writing				
	Grammar	Vocab	Mechanics	Fluency	Form
Rater 1	60,00	61,11	57,78	59,44	58,33
Rater 2	64,44	67,22	63,89	67,78	67,78
Rater 3	62,78	62,22	62,22	63,33	63,33
Average	62,41	63,52	61,30	63,52	63,15
Average Total Score	62.73				

An improvement of the students' in writing score is proved through their pre-test and post-test score. The comparison of their score is presented in the Table 2:

Table. 3 The Improvement of Students' Writing Ability for Each Components of Writing on Pre-test and Post-test

Test	Component of Writing				
	Grammar	Vocab	Mechanics	Fluency	Form
Pre-test	50.74	50.00	50.56	47.59	52.22
Post-test	62.41	63.26	61.30	63.52	63.15
Improvement	11.67	13.26	10.74	15.93	10.93

As we could see in table 1, there is a difference in the students' writing ability in writing narrative texts that can be seen from their score. It is shown that using picture series in writing narrative texts has a significant effect on the students' writing ability.

The Result of T-test

In this research, “t” test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' writing ability or not.

After conducting the pre-test before the treatment was given, the mean score of the third year students of Mts. Muhammadiyah 02 Pekanbaru was 50.22. Furthermore, after the treatment was conducted, the students' average score in post-test was 62.73 that showed an improvement. It can be seen that their mean scores was increased by 12.51. Moreover, before coming to the t-test result, t-table should be previously calculated. In this study, the level of significance at 0,05 (5%) was used.

So, t-table was calculated by this following formula :

$$\begin{aligned} \text{t-table} &= n-1 (\alpha 5\%) \\ &= 24-1 (\alpha 5\%) \\ &= 23 (\alpha 5\%) \\ &= 2.069 \end{aligned}$$

After calculating t-test by t-test formula in Microsoft Excel, it was found out that the t-test value was 7.65 (See Appendix 18), which was higher than the t-table, 2.069. If t-test is higher than t-table, it means alternative hypothesis in this study ‘There is a significant effect of using picture series on third year students ability in writing narrative text at MTs. Muhammadiyah 02 Pekanbaru was accepted.

Discussion

The result of the T-test table and the students' average score in each aspect of writing showed an enhancement of students' writing ability (12.51%) after applying picture series as media in writing activity. It can be stated that picture series is applicable for teaching English on writing narrative text. According to the result, the lowest score of the aspects of writing in the pre-test was fluency (47.59%), but in the post-test the score in mechanics was the lowest (61.30%). In the learning process, students were given an exercise to write one narrative text for each treatment. During that time, they needed much time to link the ideas within a paragraph and develop the story. Moreover, it can be seen from their works on writing narrative text that the students found difficulties in using appropriate punctuation, spelling, and capitalization. It made them frequently put their ideas in their paragraphs incoherently. In addition, the score that significantly increased was fluency as in the pre-test the score in fluency was the lowest. In contrast, it became the highest score in the post-test.

The students showed a significant improvement in fluency probably because at the beginning of each treatment they were asked to write as many as words they knew that were related to the topic given. Which is very useful to enhance students' vocabulary and choice of words. The students were able to write narrative texts properly. In learning activities, the writer explained the materials to the students by using picture series. The students learned about the generic structure and the language features from the example of a narrative text which was presented through picture series. The increase of students' scores in the mechanics and organization aspect was quite good as the increase of mechanics is 10.74% and organization is 10.93 %. However, the students tended to make an error in punctuation and spelling.

In the mechanic aspect, the students made an improvement even although it was not as big as their improvement in grammar and vocabulary aspects. Although all aspects of writing increased from the pre to the post-test, the students still need to practice more in writing to make a good text. Moreover, the students tended to make mistakes in writing appropriate grammar and word order. In the form aspect, the students also showed improvement as it can be seen from their work that the ideas of the story ran quite smoothly. This improvement was probably due to the explanation about generic structure in the treatment.

Since picture series is a collection of their stories, the students were engaged to write their stories by using an appropriate structure as correct as possible. It can be stated that students enjoy writing their stories in applicable media. This result was in line with the result of the previous study entitled "The Effectiveness Of Using Picture Series On The Students' Ability In Writing Narrative Text At The Eighth Grade Of Smpn-8 Palangka Raya" which was conducted by Ika (2014). She stated that picture series was categorized as very applicable and suitable media in teaching writing. Therefore, it can be concluded that there is a significant improvement in students' scores in writing ability after using picture series.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After analyzing the data of this research, some conclusions can be drawn. Based on the research findings, it can be shown that picture series is effective to teach writing especially in narrative text since there was an improvement that the students made on writing narrative texts. It can be seen from the enhancement in the post-test score which is 62.73. Meanwhile, the pre-test score is 50.22. Moreover, it can be seen that picture series is applicable as a media in order to improve the students writing ability specifically in writing narrative text.

Furthermore, it was found that the score of t-test (7.65) was higher than the t-table (2.052). It means that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, there was a significant effect of using picture series on the third-year students' ability in writing narrative text at MTs. Muhammadiyah 02 Pekanbaru.

Therefore, it can be concluded that the implementation of picture series has significant effects in teaching the narrative text. So, the research question has been

answered that picture series is effective in teaching writing narrative text and good for improving the students' writing ability.

Recommendations

Based on the results of this research, the writer would like to offer several suggestions. The recommendations are expected to be beneficial for the teacher and the students in teaching and learning English, especially in teaching writing. First, It would better for the future researchers or teachers to use picture series as one of the media in teaching writing since it is proved that this media can improve the students' ability especially in writing narrative text. Second, due to the lowest score on improvement is in mechanic aspect, it is recommended that the teacher are also concerned on the students' understanding of punctuation, spelling, coherence, and cohesion. Third, the teacher and the next researcher should ad more alternative media in teaching writing. Furthermore, it would be a great idea for the teachers and the following researchers to apply picture series in different contexts in teaching writing. As the number of samples is quite small, it is suggested that picture series is applied for a larger number of a sample by the next researchers by applying picture series involving two groups; control group in order to find the results that one more comprehensive.

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